

HISTORY 436
European Social History
2009-2010

Prof. C. R. Friedrichs

SECOND TERM PAPER ASSIGNMENT

This term you are asked to submit a paper in which you will choose some aspect of social life or the situation of some social group in Europe during the eighteenth or nineteenth century and *compare* that topic in any two countries or any two communities in two different countries. You can select any topic that falls broadly under the heading of social history for which you can find sufficient material to be able to make meaningful comparisons. Most papers will be based on an appropriate selection of secondary sources, but you are welcome to use primary sources if they are relevant to your topic.

The next page lists some examples of topics you might wish to write about. *You are encouraged to modify any of these topics* by adapting the subject matter or by substituting other cities or countries. You may also propose an entirely different comparison, as long as it falls within the social history of Europe between about 1700 and 1900. But it is your responsibility to choose a topic for which appropriate sources are available. You may well find more material for one side of the comparison than for the other, but you must have enough information about both countries to make meaningful comparisons.

To locate appropriate books or articles, in addition to using the customary search functions of the UBC Library website you may also want to consult one or both of the following reference works:

Peter J. Stearns, ed., *Encyclopedia of European Social History, from 1350 to 2000*, 6 vols. (New York: Charles Scribner's Sons, 2001). Each section of this work has a short bibliography.

Mary Beth Norton, ed., *The American Historical Association Guide to Historical Literature*, 3rd ed., 2 vols. (New York and Oxford: Oxford University Press, 1995).

A brief topic statement should be submitted in the tutorial on **Friday, February 5**. This statement should include (a) the subject matter of your paper; (b) the places you will be comparing; and (c) a preliminary bibliography of at least four items *which you have already looked at and plan to use* in writing your paper.

The paper itself is due in the lecture on **Monday, March 22**. Papers received after that date will receive a penalty of 1 per cent a day except in cases of medical or family emergencies.

Your paper should be **approximately 2,000 to 2,500 words** (roughly 8-10 double-spaced pages) in length. The paper should have footnotes (or endnotes) as well as a bibliography. In preparing this paper, please pay close attention to the guidelines provided in this assignment sheet. For even more detailed information about appropriate footnoting practices, see the Footnote Guide on the course website (or access it directly at www.history.ubc.ca/faculty/friedrichs/footnote-guide.html).

EXAMPLES OF POSSIBLE TOPICS

The role of guilds in German and French towns in the eighteenth century
 Household servants in eighteenth-century England and France
 Food riots in eighteenth-century England and France
 The food supply in eighteenth-century Paris and Rome
 Peasant life in eighteenth-century Ireland and Russia
 Women's work in eighteenth-century England and France
 Rituals of punishment in eighteenth-century England and Germany *or* France
 Attitudes towards poverty in eighteenth-century France and England
 Policies for dealing with poverty in eighteenth-century Hamburg and Paris
 Alcohol consumption and drinking establishments in eighteenth-century England and France
 Death and funeral practices in eighteenth-century England and France
 Wet-nursing in eighteenth-century England and France
 Education for girls in eighteenth-century Germany and France
 The theory and practice of child-rearing in eighteenth-century England and France
 The regulation of sexual behavior in eighteenth-century Germany and France
 The life of journeymen in eighteenth-century France and Germany
 Survival strategies of the labouring poor in eighteenth-century London and Paris
 Crime in eighteenth-century London and Paris
 The status of the Jews in eighteenth-century England and Germany *or* Poland *or* Italy
 Religious minorities in German and Dutch cities of the eighteenth century
 Attitudes towards homosexual activity in eighteenth-century Holland and England
 Treatment of the mentally disturbed in eighteenth-century England and France
 Aristocratic lifestyles in eighteenth-century France and Russia *or* England *or* Germany
 Middle-class household life in eighteenth-century Paris and London
 The medical profession in eighteenth-century England and Germany
 Women as medical patients in eighteenth-century Germany and England
 The growth of literacy in eighteenth-century Britain and Germany
 Collecting practices and natural history museums in eighteenth-century England and Italy
 The growth of consumer society in eighteenth-century Britain and France
 The role of religion in rural life in eighteenth-century Spain and Russia
 Attitudes towards poverty in the Revolutionary era (1789-1815) in France and England
 Attitudes towards education in the Revolutionary era in France and Germany
 The impact of war or military service on family life in France and Germany in the Revolutionary era
 Strategies for combating infectious diseases in early nineteenth-century England and Germany
 Schools and schoolteachers in early nineteenth-century Germany and France
 The social role of schoolteachers in late nineteenth-century Russia and France
 The changing status of medical practitioners in nineteenth-century England and France *or* Austria
 The impact of new forms of transportation on everyday life in two nineteenth-century countries
 Child labour regulation in early nineteenth-century England and France
 Criminal behavior in nineteenth-century London and Paris
 The experience of death in nineteenth-century Hamburg and London
 Communal utopian experiments in nineteenth-century France and England
 The social structure of the medical profession in nineteenth-century Britain and France
 The impact of rural migration on cities in nineteenth-century Germany and France
 Leisure activities of the middle class in nineteenth-century Paris and London
 Household servants in nineteenth-century French and German cities
 Working-class family relations in French and German cities in the mid-nineteenth century
 The philanthropic activities of middle-class women in nineteenth-century England and Germany

GUIDELINES FOR WRITING THIS PAPER

1. Structure

Most well-written history papers have an introduction, a body and a conclusion. The *introduction* explains why the topic of the paper is of interest and indicates what questions the paper will examine. It may also present the thesis which the paper will defend. The *body* of the paper presents the evidence in an orderly and systematic fashion, answering the questions posed in the introduction or illustrating the validity of the thesis. The *conclusion* summarizes the findings of the paper and may also include some generalizations about the broader significance of these findings.

2. Style

Correctness of grammar, spelling and punctuation as well as overall clarity of expression are essential ingredients of all historical writing. Grammar, spelling and style will therefore count significantly in the instructor's evaluation of your paper. Be especially careful to avoid misplaced modifiers, sentence fragments and non-parallel phrasing. If a word must be divided between one line and the next, remember that it can be divided only at the termination of a syllable. Make sure to **proofread your paper** carefully before submitting it.

3. Using Source Material in a Responsible Manner

The basic principle of writing analytical essays is to use appropriate source material to get whatever information you need in order to write about the topic in your own words. When you need to show exactly how your source worded something, use a *direct quotation* and provide a footnote or endnote. Occasionally it may be useful to *paraphrase* something. This is acceptable if you indicate the source clearly in a footnote or endnote. But most of the time you should express things in your own words. Remember that only direct quotations should be put in quotation marks. If you *paraphrase* something from your source, do not put it in quotation marks--but of course *any paraphrase, like any direct quotation, must be properly footnoted*.

4. Footnotes

Footnotes (or endnotes) are used to give credit where credit is due. The basic rule is this: ***all quotations, paraphrases, statistics, interpretations and significant phrases taken from books, articles or other sources must be carefully and correctly cited in footnotes***. On the other hand, obvious facts on which all authors would agree do not have to be footnoted. There are many styles of footnoting, but generally in writing history papers you should use the form of footnoting most frequently used in writing about history. Put a superscript like this² in the text and put the source reference in a numbered footnote at the bottom of the page or in an endnote at the end of the paper. The *first time* you refer to any book or article, give the author, full title and other publication data. But *do not repeat the full publication data over and over again* each time you refer to the same source. After the first time, simply give the author's last name, a short version of the title, and the page number. If the footnote refers to the source cited in the immediately preceding footnote, just write *ibid.* and give the page number. See examples on the next page.

You can put the notes either at the bottom of the page (as footnotes) or at the end of the whole paper (as endnotes), whichever is more convenient for you.

Remember that if you use an article or chapter from a book that includes selections by many authors, you must give the author and title of the particular article or chapter *as well as* the publication data for the book as a whole. See example in footnote 7 below.

Here are some examples of **standard footnoting style** for writing about history. For more detailed guidelines, see the Footnote Guide at www.history.ubc.ca/faculty/friedrichs/footnote-guide.html

1. Lorna Jane Abray, *The People's Reformation: Magistrates, Clergy and Commons in Strasbourg, 1500-1598* (Ithaca, NY: Cornell University Press, 1985), pp. 152-4.
2. Ibid., p. 156.
3. Peter Blickle, *Obedient Germans? A Rebuttal: A New View of German History*, trans. by Thomas A. Brady, Jr. (Charlottesville: University Press of Virginia, 1997), p. 43.
4. Margo Todd, "Puritan Self-Fashioning: The Diary of Samuel Ward," *Journal of British Studies*, 31 (1992), 238.
5. Abray, *People's Reformation*, pp. 162-67.
6. Ibid., p. 158.
7. Thomas M. Safley, "Civic Morality and the Domestic Economy," in: R. Po-chia Hsia, ed., *The German People and the Reformation* (Ithaca, NY: Cornell University Press, 1988), p. 175.
8. Todd, "Self-Fashioning," 239-40.
9. Safley, "Civic Morality," pp. 178-79.

5. Bibliography

Your paper should have a bibliography listing all the sources you used, including those you did not refer to in any footnotes. Bibliographies are arranged in alphabetical order. Therefore a bibliography, in contrast to footnotes, lists each author by last name first. Always give the full title of each book, *including the subtitle* if there is one. If you are listing an article from a book or journal, include the page numbers of the whole article. Here is the **standard style for bibliographies**:

- Abray, Lorna Jane. *The People's Reformation: Magistrates, Clergy and Commons in Strasbourg, 1500-1598* (Ithaca, NY: Cornell University Press, 1985).
- Blickle, Peter. *Obedient Germans? A Rebuttal: A New View of German History*, trans. by Thomas A. Brady, Jr. (Charlottesville: University Press of Virginia, 1997).
- Safley, Thomas M. "Civic Morality and the Domestic Economy," in: R. Po-chia Hsia, ed., *The German People and the Reformation* (Ithaca, NY: Cornell University Press, 1988), 173-90.
- Todd, Margo. "Puritan Self-Fashioning: The Diary of Samuel Ward," *Journal of British Studies*, 31 (1992), 236-64.

6. Legibility, Orderliness and Backup Copies

- Your paper must be word-processed. The text should be double-spaced with generous margins. Last-minute corrections should be made neatly in ink.
- **Number the pages of your paper**, beginning with the first page after the title page.
- **Staple or otherwise securely fasten the paper**. Don't use paper clips!
- Until the paper has been graded and returned, you must keep an extra printout or photocopy of the final version of the paper and/or save the text on your computer.